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ABSTRACT

The major instrument employed in the evaluation of the functioning of the bilingual mini-school was an observation schema developed by the evaluators over a two year period. The major purpose of the observation scale was to develop a dynamic feedback system or process. Second, it was felt that it was important to obtain a direct measure of the processes going on in the classroom. In such a way it appeared possible to evaluate pupil learning, teacher and pupil behavior and interaction, methods and techniques employed, and the utilization of paraprofessional time. It was hoped that observations of the teachers associated with the school would occur bi-weekly, where the observers would be in the classroom for an entire instructional period, and that the observations would be representatively placed. In summarizing the results of the evaluation for the 1971-72 academic year, the program has proved successful in many aspects of its functioning, while at the same time not meeting many of the specific objectives of the program. The area which proved most successful was classroom process and progress, which is the most crucial aspect of the program. Pupils learned, were motivated, and demonstrated concrete academic progress. On the other hand the program itself may have been overambitious in stating some of its objectives outside of the framework of the instructional component. (Author/JM)

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FINAL REPORT

AN EVALUATION OF THE

BILINGUAL MINI-SCHOOL J.H.S. 45

COMMUNITY SCHOOL DISTRICT 4

JULY 1972

UD 013147

TEACHING & LEARNING
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BILINGUAL MINI-SCHOOL J.H.S. 45

The role which the evaluators have assumed during the academic year of 1971-72 has been two-fold: first as observers of all aspects of the on-going program and second, as consultants to the project director and staff. The evaluation staff consisted of two principal investigators and a bilingual research assistant until March 1, 1972. After March 1st, the staff consisted of 1 principal investigator and the research assistant.

The final report includes material presented in the interim report (March, 1972) and any additional information obtained from that date, in order to present a total picture of the academic year. Data will be presented within the context of each specified component of the program: Instructional, Materials, Guidance, Community Involvement, and Staff Development. Specific changes and suggestions for both the program and the evaluation procedure will be presented within the discussion of the specific components.

In each of the components, data may prove to be incomplete. This data is that obtained from the individual classroom teachers. There has been continued difficulty in having the teachers furnish the evaluator with the necessary information required for the evaluation effort. The lack of complete information may require some modification in the evaluation design. Despite many steps which have been taken over this year and last, the present method of data collection may not be feasible. It is believed that part of the problem arises from the whole concept of "evaluation." The staff does not recognize or accept the necessity for evaluation, and many regard it as an intrusion or interference in an innovative program, without seeing the need for evaluating any changes which have taken place. This is not a problem unique to the Bilingual Mini-School, but occurs in many programs where new methods and materials are being introduced. All too often, attempts are made to utilize materials and methods without actually evaluating what the input is. Newness is associated with change, when in fact, in many instances, more traditional methods and techniques might be equally effective.* To change attitudes toward the concept of evaluation would require a great deal of time, perhaps to the sacrifice of "innovation." Consequently, alternate procedures must be found in order to gather the necessary data required to meet the evaluation procedures. It is therefore suggested that the necessary data be collected as part of the program procedure rather than as part of the evaluation procedure. For example,

* An article which addresses itself to this question, but in a different content area is: Zach, L. and Kaufman, J. Is perceptual lag a meaningful concept. Journal of Learning Disabilities, June, 1972.

each day attendance sheets are collected by the program director. In the same way, necessary material required in order to evaluate the program might be collected by the program director, either daily or weekly. The specific details of such a procedure need to be worked out with the project director in order to ease the burden of paper work.

INSTRUCTIONAL COMPONENT

1. Observation Scale

The major instrument employed in the evaluation of the functioning of the bilingual mini-school was an observation schema developed by the evaluators over a two year period (a copy is included in the Appendix). The major purpose of the observation scale was to develop a dynamic feedback system or process. Secondly, it was felt that it was important to obtain a direct measure of the processes going on in the classroom. In such a way it appeared possible to evaluate pupil learning, teacher and pupil behavior and interaction, methods and techniques employed and the utilization of paraprofessional time. It was hoped that observations of the teachers associated with the school would occur bi-weekly, where the observers would be in the classroom for an entire instructional period (45 minutes) and that the observations would take place during various times of the day, various days of the week and in a variety of subject areas.

Observations were carried out by the principal investigator and by the bilingual research assistant independently. The observer would enter the classroom at the beginning of the instructional period and remain seated at the rear of the room until the end of the period, without actually becoming involved in the classroom activity. The observer would take as close to a verbatum account of what transpired in the classroom, with particular reference to those categories included on the bservation form. At the end of the observation session, the observer would fill in the observation sheet with the appropriate information. All observations were then summarized.

For purposes of clarity and contrast, the results of observations of the main teachers (those associated with the bilingual mini-school on a full-time basis) and auxiliary teachers (those who have less than or part-time affiliation with the bilingual mini-school) were analyzed separately. An analysis of the results follow.

A total of 184 observations were carried out since October 1971. 90 of these observations took place in the classrooms of auxiliary teachers while 94 were in the classrooms of the main teachers. Figure 1 illustrates the distribution of observations for the months of October through June.

No observations took place during the month of September, since classes were being organized, children tested and placed in the proper classrooms. It was hoped that each main teacher would be observed twice per month and each auxiliary teacher, once per month. As illustrated in Figure 1, this goal was accomplished. During the month of June the number of observations decreased because of the end of the year activity, i.e. graduation, final testing, yearbook work and record keeping.

The results of the 184 observations were tabulated, calculated and are presented in terms of percentages in Table 1. Again the observations are separated in terms of auxiliary teachers and main teachers. An examination of Table 1 demonstrates that a great deal of variation exists among teachers regarding the methods, materials and techniques which are employed in the classroom.

First, the physical set-up of classrooms was analysed. 78% of the auxiliary teachers employed a traditional set-up in the classroom, while only 28% of the main teachers employed a traditional set-up. Traditional refers to those situations where the children are seated in rows and the teachers' desk is at the front of the classroom. The remainder of the teachers employed a non-traditional seating arrangement. However, even in those situations where a traditional method was employed, it was noted that the teacher would walk around the classroom, stopping at the student's desk and calling individual students up to his desk. Lessons observed covered all academic and non-academic subject areas. The greatest percentage of observations (45%) took place in science classes which include lectures, laboratories and science club. Auxiliary teachers were involved in teaching music, typing, art, shop, English, Spanish as a second language, science, math and social studies. The teaching of Spanish to Spanish dominant students is an illustration of the great flexibility and awareness of students' needs within the program. This class was originally designated as an English as a second language class for the lowest academic level students. It was found that the children were not learning in such a situation and the students' academic Spanish was also quite poor. Therefore, the class was changed to a predominately Spanish one, where after working in Spanish (composition, discussion, grammar) the children then began to learn English. This flexible approach is quite characteristic of the program.

Methods and materials employed in the classroom were examined. The most popular method of presentation of material for both groups of teachers was the blackboard. There appeared to be a less than expected use of textbooks, but a great deal of teachermade materials and experimental and concrete stimuli. In a great number of situations (89% and 92%) the methods and materials employed in the classroom

Table 1: Analysis of Observations in Percentages for Main and Auxiliary Teachers in the Bilingual Mini-School (Auxiliary Teachers = 90; Main Teachers 109)

Observation — Physical Set-Up of the Classroom

Results	*Traditional	Lecture	Informal	Semi-Circular Circular
Auxiliary Teachers	71%	07%	22%	--
Main Teachers	.28%	--	18%	54%

* Traditional refers to classrooms where children are seated in rows and the teacher remains at the front of the room. Lecture refers to situations where more than one class is together. Informal refers to situations where students walk around, sit in informal groups, etc.

Observation — Content of the Lesson

Results	Math	Spanish as a Second Language	Science	Social Studies	ESL	English	Spanish* to Span. Dom
Auxiliary	17%	24%	21%	14%	-	14%	-
Main	18%	-	24%	21%		22%	- 16%

	Music	Typing	Art	Shop
Auxiliary	2.5%	2.5%	2.5%	2.5%
Main	-	-	-	-

*This class was originally an ESL class, but students were doing poorly, so that it was changed to a Spanish class

Observation — Materials and Media Employed (more than one category may apply)

Results	Auxiliary Teachers	Main Teachers
Blackboard	86%	87%
Notebook	16%	22%
Textbooks	26%	08%
Experimental Materials and Concrete Objects	32%	48%
Teacher-Made Materials	52%	85%
Films	02%	04%
T.V.	-	02%
Reference Materials	-	12%
Periodicals	-	21%

Observation — Are Materials Appropriate to Capacities and Interests of the Pupils?

Results	Auxiliary Teachers	Main Teachers
Seem appropriate: children motivated and attending to learning tasks	89%	92%
Few interested	03%	04%
Not interested	08%	02%
Language too difficult	-	02%

Observation — What Input Modes are Employed in Instruction?

Results	Auxiliary Teachers	Main Teachers
Visual	100%	100%
Auditory	100%	100%
Oral Communication	85%	98%
Writing	33%	52%
Repetition	23%	37%
Experimentation	19%	68%
Questions	42%	84%

Observation — Types of Responses Required of Students (cont'd.)

Results (cont'd.)	Auxiliary Teachers Many	Auxiliary Teachers Few	Main Teachers Many	Main Teachers Few
i. What are opportunities for self response	92%	08%	97%	03%
j. Pupil experiments or projects	18%		42%	
k. Opportunities for creative problem solving	47%		89%	

Observation — What is the Proportion of Time Devoted to Listening, Speaking, Reading and Writing

Results	Auxiliary Teachers	Main Teachers
Even distribution	36%	24%
Predominately listening, responds to teacher's questions	38%	42%
Copies from blackboard and/or text	06%	06%
Discussion and oral communication	10%	26%
Mostly reading	06%	06%
Drawing, painting and writing	04%	-

Observation — Movies, Slides, T.V.

Results — Since in only 3 observations were movies or T.V. employed, these observations were not analyzed.

Observations — Does Teacher Keep Individual Records?

Results		Auxiliary Teachers	Main Teachers
	Yes	100%	100%
	No	0%	0%

Observation — Is Homework Given?

		Auxiliary Teachers	Main Teachers
Results	Yes	86%	76%
	No	14%	24%

Observation — What Type of Homework?

		Auxiliary Teachers	Main Teachers
Results	Carry over from lesson	78%	84%
	Problem solving	16%	12%
	Reading	05%	-
	Writing composition	01%	-
	Research	-	02%
	Unrelated	-	02%

Observation — What Use Does Teacher Make of Homework?

		Auxiliary Teachers	Main Teachers
Results	Discusses and goes over in class	100%	100%

Observation — What Language(s) Are Used in Classroom?

		Auxiliary Teachers	Main Teachers
Results	English only	74%	15%
	½ English and ½Spanish	04%	-
	English, some Spanish	07%	16%
	Spanish, some English	-	12%
	Spanish predominately	05%	57%

Observation — Under What Arrangement is the Class Taught?

Results	Auxiliary Teachers	Main Teachers
Individual groups	24%	42%
Whole class (individual responses required)	72%	50%
Individuals with individual supervision	04%	08%

Observation — What Do Pupils Do While Waiting for the Teacher?

Results	Auxiliary Teachers	Main Teachers
Lesson Structured to include AWW and Does	81%	86%
Children work from blackboard	02%	-
Involves as many as possible although some uninterested	11%	06%
Disorganized. Teacher works while remainder talks		

Observation — Types of Responses Required of Students

Results	Auxiliary Teachers	Main Teachers
a. Making inferences from pictures	14%	24%
b. Making inferences from texts	08%	04%
c. Finding factual answers	22%	13%
d. Guessing at new words	35%	10%
e. Reading aloud	42%	48%
f. Imitating teacher	15%	30%
g. Imitating other pupils	05%	18%
h. Giving associations to texts	12%	04%

Observation — What Use is Made of the Paraprofessional?

		Auxiliary Teachers	Main Teachers
Results	None present	86%	28%
	Works with individuals	04%	48%
	Checks homework	02%	02%
	Discipline	02%	06%
	Translation	02%	-
	Observation	02%	-
	Record keeping	02%	16%

Observation — Teacher's Understanding and Knowledge and Tolerance of Child's Cultural Background

		Auxiliary Teachers	Main Teachers
Results	Understands needs	88%	100%
	Good teacher-student relation	68%	86%
	Does not seem to understand	12%	-

Observation — Changes in Teacher Behavior

		Auxiliary Teachers	Main Teachers
Results	Good relationship	78%	88%
	Some discipline problems	06%	04%
	Not attracting enough students	06%	-
	Teaching methods not motivating	10%	-
	Lack of organization	-	08%

were evaluated to be appropriate to the interests and capacities of the students. The apparent lack which appeared in examining the types of materials employed was the use of audio-visual devices which have proved quite successful for motivation and learning in classrooms. In only three observations were films or television employed. It would seem important to encourage the use of these techniques to provide variety and stimulation in classroom instruction.

Results of observations indicate that the teachers stimulated predominant sensory channels in their structuring of materials. Again, research demonstrates that in situations where learners are having difficulty, the kinesthetic and tactile systems might prove effective aides to learning, and it is suggested that in a teacher-training session, a consultant might be employed to demonstrate ways in which these sense systems might be utilized to stimulate learning.

The most popular technique for imparting information, is to teach to the whole group, requiring individual responses from students. Because classes are divided into levels (academic competencies) which are weekly evaluated, this might be the most effective method of instruction. However, opportunities for individualized instruction should be explored. In the majority of cases the lesson is structured to include all students and in most cases does.

A multitude of responses are required of the student in the classroom, stimulating many different levels of learning. It is interesting to note that a significantly greater percentage of time is provided for creative problem solving with teachers primarily associated with the mini school when compared to the auxiliary teachers 89% to 47%. Many opportunities are provided for self-response and intrinsic reinforcement.

Although the stated goal of the program is to provide equal amounts of time in listening, speaking, reading and writing, it is found that this varies from classroom to classroom, where different abilities are stressed in relation to the material being taught. However, because of the great variety of teachers that students are exposed to, it would appear that none of these vital areas are ignored.

Homework is given in the majority of classes, and in most of these the assignment is a direct carry-over from the classroom lesson. In all cases, children obtain reinforcement from the doing of homework as it is gone over and checked in class the following day.

The predominant language used by auxiliary teachers in the classroom is English, while with the main teachers it is to some degree Spanish. The degree of Spanish varies with the level of the students.

In 100% of the cases of the main teachers, there is an understanding and tolerance of the child's cultural background and needs, where with the auxiliary teachers there is a great majority of teachers aware of the child's cultural background.

In most of the classes of the auxiliary teachers, there are no paraprofessionals present (86%). It would appear that in analyzing the way in which paraprofessionals are used in the classrooms, that they are not being used in the most effective way. Much paraprofessional time is spent in record-keeping in the classroom. It was found in situations where paraprofessionals were used to help with individual students they were quite successful. It is recommended that the project director reassess the way in which teachers are using their paraprofessional time. In addition, it might be helpful for to be present in the classes of auxiliary teachers.

In summarizing the results of the observations, it can be seen that the main teachers in the program employ more innovative techniques in the classroom, use the Spanish language with more frequency, provide more opportunity for creative responses and problem solving. However, much of the techniques used are quite traditional and still the children are learning, are motivated and attend classes, when contrasted to students in mainstream junior high school classes. What qualities then make the difference in the bilingual mini-school? Major contributory factors appear to include the fact that teachers are cognizant and aware of the cultural background of the children they teach and incorporate this into the materials they use in the classroom, i.e. Spanish language newspapers, social studies lessons which deal with the neighborhood, problems of immigration, thus making the material more relevant to the students needs. In addition most teachers have some knowledge of Spanish and can communicate with children in the native language.

There is much information obtained from observations which cannot be tabulated. A key point must be mentioned. While children who are Spanish speaking continue to learn both in Spanish and English many children who did not speak any English at all at the beginning of the program are beginning to employ their second language in informal conversation. Many children are demonstrating language flexibility and are able to switch easily from one language to another, thus becoming truly bilingual.

Directly pertinent to this point, is information obtained from interviews with the teachers of Spanish as a second language. Both teachers reported that although academic achievement for English speakers within the mini-school and children outside the mini-school might be comparable, there is a marked difference in conversational abilities in the two groups. English dominant children in the bilingual mini-school can actually carry on conversations in Spanish after a

minimum amount of instruction. This is attributed to the fact that they are in close association (official class, group activities) with Spanish dominant children and attempt to communicate in Spanish.

The bilingual mini-school is a school within the school. Children have developed a sense of loyalty to the program and a feeling of belonging, which contributes to their involvement in the learning process.

It is felt that the observation form developed by the evaluators has proved to be an effective instrument. It has permitted a first order observation of the actual learning process and what actually transpires in the classroom. Thus the evaluators have actually felt part of the educational situation.

B. Pupil Progress Records:

It was the goal of the evaluators to maintain ongoing progress records of pupil achievement in the classroom based upon the results of teacher-made tests. In addition, the teacher-made tests were to be evaluated by independent observers (teachers who were teaching on the same grade level in the same subject areas) as to their meeting of the stated objectives of the tests. Information obtained is incomplete, because of insufficient information provided by the program. However, the results of the information which was obtained has been analyzed and is presented.

TABLE 2: EVALUATION OF TEACHER-MADE TESTS

IN TERMS OF STATED OBJECTIVES

Subject Area	Math	Social Studies	English as a Second Language	Science	Spanish
Inter-judge reliability	.98	.76	.86	.88	.91
Percentile of agreement with stated objectives	95%	75%	84%	92%	94%

B1. Tests in each subject area, along with the teachers' stated objectives were submitted to two teachers in each subject area. The

teachers who volunteered for this task were from an urban area in Connecticut. They were asked to agree or disagree with the stated objectives of the tests after reviewing the material. Two measures were calculated. One measure indicated the amount of agreement between the two judges in their evaluations. The area which produced the most disagreement was the area of social studies (see Table 2).

The second measure taken was the percentage of agreement and disagreement between the judges and the teachers stated objective. Again the lowest area of agreement was social studies (Table 2). For the most part, the judges ratings indicated that the teachers were measuring on the teacher-made tests what they stated they were measuring. It can be seen that this was most prevalent in those areas where academic material is highly structured. In the area of social studies, the bilingual mini-school in many of their classes was attempting to develop an innovative social studies curriculum. Consequently, there may be some difficulty in the teacher's estimation of what he is teaching and what is being measured. It is suggested that the social studies curriculum be examined more carefully in terms of its specified objectives and what is actually being taught in the classroom.

An analysis of teacher-made tests is an important one in terms of evaluating students' progress. It has been suggested in many research studies (Gage ed. Handbook of Research on Teaching), that results of teacher made tests correlate most highly with academic achievement.

B2. In evaluating pupil progress records, one can conclude that students have achieved throughout the 1971-1972 academic year. Because of incomplete information obtained, it is difficult to present precise information. However, several inferences can be made about pupil progress.

Based upon grades, children in the English dominant class are achieving on or above grade level when compared to other children. Achievement has been on a consistently high level (A and B range) and has been maintained throughout the school year. Apart from the Englih dominant students, there are pupils divided into four different levels of functioning. Level V pupils or the lowest performers have demonstrated the greatest increase in test grades (95%), suggesting that greatest academic progress took place in this group. For the other groups of students, children who began the school year performing in the 90-100% range continue to do so. What is of greater importance is that several of the children who began the school year performing in the 50-60% range are now performing in 90-100% range, where the tests are of equal difficulty. In addition, there has been much reorganization of

groups where many students have been upgraded to higher academic group levels.

Based upon report card grades, the mini-school students represent a high proportion of the total school who have been placed upon the honor roll. All of the mini-school classes had honor students. In relation to the total number of students in the mini-school program when compared to the total number of students in the mainstream, the mini-school had more than twice the ratio of students on the honor roll.

C. Standardized Testing:

The greatest lack in the evaluation procedure is the paucity of information of childrens' performance on standardized tests. A Spanish language reading test was administered to all Spanish dominant children in November and again at the end of April (Prueba de Lectura). The tests originally scheduled by the program to be used were not employed. This particular test has no established norms and thus accurate grade level scores cannot be reported.

In November, the following mean scores were obtained:

7th grade	Vocabulary	Level of Comprehension
Mean	14.8 (right)	13.5 (right)
Standard Deviation	7.3	6.6

8th grade	Vocabulary	Level of Comprehension
Mean	17.2	11.5
Standard Deviation	9.0	6.6

In April, the following mean scores were obtained:

7th grade	Vocabulary	Level of Comprehension
Mean	22.3	21.4
S.D.		
S.D.	6.8	7.4

8th grade	Vocabulary	Level of Comprehension
Mean	26.5	22.8
S.D.	9.5	10.2

In examination of the mean scores from November to April there is a demonstration of progress as evaluated by this particular test. The program attempts to establish grade equivalents for the scores obtained and there is an indicated range of grade levels from 8.2 to 3.4, with the mean grade level about 5.9. The evaluator and the project director were attempting to establish local norms for this particular test and at the same time searching for a comparable instrument which could provide some estimate of the Spanish dominant children's reading levels. There is a sore lack of "hard data" in the evaluation of the program. This may be attributed to the fact that there are few, if any, available tests to measure Spanish dominant childrens' performance, with local norms. There is a real need for such material, so that effective baseline data can be established. It is suggested that the bilingual mini-school should have an individual directly on staff who would be primarily responsible for the development of evaluation instruments for the program.

An additional factor which prevented the obtaining of "hard data" has been the difficulty of obtaining cooperation from the high school where many children have gone after leaving the program so that their progress might be followed. There are attempts to remedy this situation for next year.

D. Additional data:

Additional information has been obtained which would demonstrate the effectiveness of the bilingual mini-school program. Teachers were asked to report students' visits to the library apart from

class periods. It was found that the students in the bilingual mini-school were among the most frequent users of the library. Their activities there included reading for pleasure and research. In a typical month 18 out of 23 students in an official class visited the library at least once.

Each week, a question of the week related to science, mathematics, Puerto Rican culture, etc. was posted on a bulletin board and all students were invited to respond to the questions. The most active participators were students from the bilingual mini-school.

Students from the bilingual mini-school overwhelmingly participated in the school's science fair.

The above factors demonstrate the degree of involvement of the children of the bilingual mini-school in academic learning.

E. Suggestions for Implementation of Evaluation Procedure

After being involved with the evaluation of the bilingual mini-school program it becomes increasingly apparent that techniques for the evaluation of bilingual education programs must go beyond the use of standardized instruments and techniques employed to date. Observational data and test scores provide an indication of the direction of learning. However, as was pointed out previously, there is a paucity of standardized test materials specifically for the Puerto Rican child and in many instances the child is compared to children from completely dissimilar ethnic and economic groups. Observational indices provide useful information as demonstrated in this evaluation report. However this information reflects progress of learning, without actually focusing upon the process of learning perhaps unique to the bilingual child. The April 29, 1972 Saturday Review raises several important questions about the processes involved in bilingual education. For example a study cited (p. 58) indicated that "In Montreal, children who were educated bilingually scored higher on both verbal and nonverbal intelligence tests and 'appeared to have a more diversified set of mental abilities' than their monolingual peers." This point might be considered in light of the bilingual mini-school children. What effect does bilingual education have upon mental operation, problem solving abilities, and flexibility in thinking?

In order to completely evaluate the effectiveness of bilingual education programs in general and the program at J.H.S. 45 in particular it is suggested that learning factors be investigated in a systematic manner by incorporating a research design into the evaluation design focusing particularly upon the conceptual abilities of monolingual (Spanish and English) children in relation to bilingual (Spanish/English) children. With the information obtained from such systematic investigation, it might be possible to obtain information which could be translated into curriculum and instructional techniques--the more information one has about the nature of the learner, the more effective education will be.

MATERIALS COMPONENT

One of the goals specified by the program for the 1971-72 academic year was to set up a materials resource center. This goal was not accomplished. However, the project has attempted to gather all materials relevant to bilingual education. Through observation analysis, it was observed that the teachers in the program have independently developed materials which were relevant to needs of their particular students. Games, charts, plays, conversation materials were employed which captured and maintained the attention of students in the program.

It is unfortunate that a teacher in one classroom was unaware of some of the materials developed by a teacher in another classroom. It is strongly recommended that the project director arrange sessions where teachers can communicate with one another regarding their personally developed materials and perhaps circulate them among the staff so that all students may have the advantage of experiencing these unique materials.

As mentioned previously, there appears to be a need for integrating audio-visual materials into the program.

TABLE 4

Observations	Audio-visual materials used	percentage
184	3	01%

As it can be seen from the above table, in only 1% of the classroom situations was audio-visual materials used. It is recommended that the project director encourage the use of such materials.

GUIDANCE COMPONENT

Within the framework of the guidance component, it was the goal of the guidance counselor to work with classes of children and with individual children on a one-to-one basis. Several discussions were held with the guidance counselor in order to help her specify her objectives for the program. The evaluators have also worked with the guidance counselor in developing an interview form to be used with the parents of the children in the program. This form included gaining information regarding the child's developmental history, problems in adjustment, homelife, etc. At the conclusion of the program the guidance counselor had interviewed 75 parents, seeing some of these parents on an on-going basis.

Group guidance situations were observed. Topics which were covered in these classroom situations included, desirable and undesirable qualitites in people, the effects of drugs, how to get a summer job, what to do when being interviewed for a job. Discussion, lecture and role play were employed as techniques in introducing the information to the students. The material was directly pertinent to students' needs and all students appeared to be excited by and motivated by the guidance sessions.

Individual guidance sessions were held only in situations of crisis, rather than on an on-going basis.

This is the first year of the guidance program. Prior to this year, the project director handled most of the guidance related situations and discipline problems. Unfortunately, because of the project director's former role, many of the discipline related problems are still referred to her. The guidance counselor is becoming more involved with these problems in order to remedy the situation. At the same time, the possibility of setting up an in-service workshop (to be conducted by the evaluator) focusing around issues involved with discipline is being explored. The guidance component is not as effective as it could be. There are many children who require contact on a one-to-one situation on an on-going basis. In addition, the guidance counselor requires an office whereby she can have more private communication with individuals who do come in and see her. Much of the parent interviewing could be handled by the paraprofessional staff so that the guidance counselor can spend more time with individual students. In addition, the guidance counselor should have greater communication with the paraprofessionals.

PARENT INVOLVEMENT COMPONENT

The evaluation team has been directly involved in assisting the guidance counselor and project director in the setting up of a weekly parent workshop. Forty parents were visited at their homes or invited to the school and interviewed by the research assistant and paraprofessional staff and then invited to attend weekly workshops. The evaluator, together with the guidance counselor prepared the programs for the weekly sessions. These included visits from the Health Department, the Sanitation Department, varied school personnel, as well as informal "rap" sessions. The individual primarily responsible for conducting the workshops was the guidance counselor.

Baby-sitting service was provided. Weekly reminders were sent out as well as having the paraprofessional staff visit the homes. An all-out effort was made to bring parents into the school. The attendance at the workshops unfortunately does not reflect the

amount of time and effort put in by the staff. The maximum attendance for any of the meetings to date has been seven parents. Weather conditions, household pressures, etc. may have interfered with attendance. On the other hand, parent workshops may not be the most effective way of bringing parents into the school. Records have been kept by classroom teachers of parents who spontaneously visit the classroom, or who are invited to school to discuss a child's particular problem. From the information handed in, about 60% of the children in the mini-school have had a family member in school to date. At the same time, the guidance counselor has seen at least one third of the parents of students in the program. This data seems to indicate that parents are willing to become involved in the school when it directly concerns their child. However, one of the objectives of the program is to have parents become involved for purposes of more general education and to serve some of their own needs. Perhaps one way to have parents become involved is by beginning to hold special workshops at a community based location run by the school staff. Another option might be at someone's apartment or a recreation room of a local housing project. The content of the workshops may not be meeting the needs of the parents. Many have expressed the desire to learn English, and perhaps a workshop of this type might be more attractive. Prior to setting up any additional workshops, it is suggested that the parent needs be surveyed, through a questionnaire or interview, in terms of interests, hours available.

Records were kept and submitted to the evaluators by the classroom teachers as to the number of parents who visited the classrooms and the purpose of their visits. When compared to the number of visits of parents at other Junior High Schools (obtained through talking to teachers teaching at this level) a significantly larger number of parents visited the bilingual mini-school classes. The reason for the visits included, discipline problems, asking advice about home and family, observing children in the classroom, discussion of the students progress. The parents appeared to be willing to come to school, primarily because there were individuals who spoke Spanish in the school and because the staff understood the problems of the neighborhoods.

When the forty parents were interviewed regarding their attendance at the parent workshop, some information was obtained about their knowledge and assessment of the bilingual mini-school. The majority of parents felt that the program was a "good thing" and that such a program has helped their children. Parents requested this year, as last year, a program in English as a Second Language for themselves. The bilingual mini-school has not met this commitment There appears to be motivation and interest on the parents' part which the program should capitalize on and make every effort to meet the needs of the parents.

The evaluators had hoped to do an intensive investigation of the relationship between parent involvement and pupil achievement in the program. Because of many factors, this could not be undertaken. The factors include; Minimum attendance at the Parent workshops and insufficient information submitted by classroom teachers. A few observations, however can be made. Of the parents attending the workshops, those who attended on a regular basis were parents who had high achieving students. Those parents who visited classrooms on a regular basis, did so because of school and discipline problems their children were having.

It is suggested that an extensive investigation of this nature be carried out in future years, in order to determine how much should be expended in bringing junior high school parents into school.

STAFF DEVELOPMENT COMPONENT

A good working relationship exists among staff members of the mini-school. Every effort has been made on the part of the staff to open channels of communication, particularly with regard to individual student progress. Weekly staff meetings are held. However, the minutes of these meetings have not been submitted to the evaluator.

An all day conference workshop has been held. Many topics were included in the agenda of the conference, and many important areas were touched on. However, many details concerning day to day functioning of the program were brought up for discussion, which apparently had been left over from the school week, and consequently broader topics were overlooked. Unfortunately, because of daily pressures in teaching, it is possible that the teachers do not have the time to sit down and discuss many common problems. It is suggested that staff development conferences be scheduled somewhat more frequently, with a more structured agenda, so that many important areas can be discussed in depth. It might be possible to cover some of this material in in-service training courses.

Teachers, both auxiliary and main, have been involved in taking courses at New York University. These courses include "History and Culture of Puerto Rico," "Oral Spanish for Teachers," "Curriculum Techniques and Audio Visual Aides," "Teaching English to the Foreigh Born," "Bilingual Education," "Theory and Practice." For the most part, those topics covered in courses have been incorporated into the classroom by the teachers, as noted in observation. Teachers have developed an appreciation for the Puerto Rican culture and history and employ the Spanish language in the classroom.

There appears to be a need for a more developed and organized in-service training program. Through observation, several areas of training were noted, i.e. individualized instruction, audio-visual aides, discipline. If teachers can discuss these topics within the context of the school, then they can put them into direct application.

ADMINISTRATION OF THE PROGRAM

Theoretically, the responsibility for the administration of the program is distributed among the staff with the ultimate responsibility for coordination resting with the director of the program. However, in actuality, it appears that the project director has been too directly involved in too many aspects of the program, without the distribution of the responsibilities.

Since many of the goals and objectives of the bilingual mini-school have not been met, it can be hypothesized that the organization of the program may not be as efficient as it could, and that certain members of the staff (particularly the director) is overburdened with tasks. It is therefore suggested, that prior to the start of the next school year, the division of responsibility be analyzed, and clearer lines of authority be set-up. It seems that the project director should be more involved with staff training, working with paraprofessionals, observation of classes, than with discipline problems and record keeping.

SUMMARY

In summarizing the results of the evaluation for the 1971-72 academic year, the program has proved successful in many aspects of its functioning, while at the same time not meeting many of the specified objectives of the program. The area which proved most successful was classroom process and progress, which is the most crucial aspect of the program. Pupils learned, were motivated and demonstrated concrete academic progress. This is of primary importance. On the other hand the program itself may have been overambitious in stating some of its objectives outside of the framework of the instructional component. It may be unrealistic to assume that there will be a great deal of community involvement in a Junior High School program. Parents at this point of their child's education might be so disenchanted with school programs that they may not be willing to give a new program a chance. Objectives within the materials and guidance components have not been met.

Many real problems have arisen during the school year which may have interfered with the accomplishment of stated goals. Apart from the usual absenteeism on the part of the staff, one faculty

member was absent a great many times, due to a prolonged illness, and in fact, for the month of June was replaced by a new teacher. In addition, another staff member is leaving at the end of this year to attend graduate school and the guidance counselor is also leaving, for a new position at a university. The project director was also out of the school building a great number of times during the school year, attending necessary conferences and meetings. However, despite these many interfering factors, it can be concluded that the bilingual mini-school accomplished its most important goal--students have been educated and can now enter the mainstream of education.

APPENDIX A : OBSERVATION SHEET

School _____ Date _____ Time of Day _____

Class _____ Observer _____

Physical set up:

	ENGLISH	SPANISH
Content of lesson:		
Materials and media:		
Are materials appropriate to capacities and interests of students?		
Input modes:		
Under what arrangement: (group, whole, individual- describe in detail).		
What do pupils do while waiting to work with teacher?		

OBSERVATION SHEET

Types of Responses Required of Students	ENGLISH	SPANISH
a. making inferences from pictures		
b. making inferences from text		
c. finding factual answers in text		
d. guessing at new word		
e. reading aloud		
f. imitating teacher		
g. imitating other pupils		
h. giving associations to text		
i. what are the opportunities for self-response?		
j. pupil experiments or projects		
k. opportunities for creative problem solving		
l. others		
Proportion of time devoted to listening, speaking, reading, writing: (Estimate pupil progress as well).		

OBSERVATION SHEET

Movies, slides, T.V.	ENGLISH	SPANISH
a. where shown		
b. purpose (recreation, introduction of new subject matter, reinforcement of lesson already taught, etc.)		
c. classroom preparation before showing?		
d. classroom follow-up after showing?		
e. is level of material appropriate?		
f. is sound track comprehensible?		
g. any correlation with material read to class by teacher?		
h. new vocabulary taught?		

OBSERVATION SHEET

Teacher Behavior:	ENGLISH	SPANISH
Does teacher keep individual records?		
Is homework given?		
Kind?		
What use does teacher make of it?		
What language(s) is the teacher using?		
Describe the role of the paraprofessional.		
Estimate teacher's understanding, knowledge and tolerance of child's cultural background.		
Describe changes in teacher behavior (methods, materials, approach et. al.) since last observation.		

APPENDIX B : FIGURE 1: NUMBER OF OBSERVATIONS OF TEACHERS ASSOCIATED WITH THE BILINGUAL MINI-SCHOOL